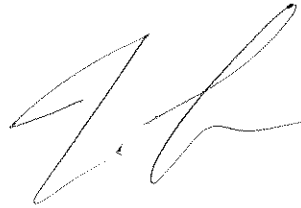


Sunnyside High

10621661030675

Principal's Name: Tim Liles

A handwritten signature in black ink, appearing to read 'T. Liles', written in a cursive style.

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

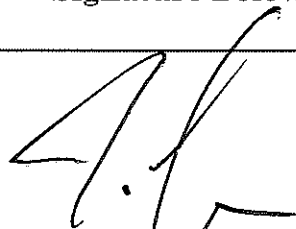
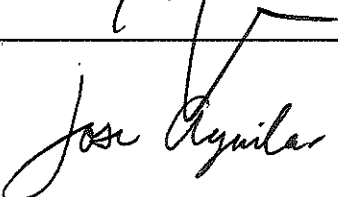
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tim Liles	X				
2. Chairperson – Jose Aguilar					X
3. Josie Aguilar				X	
4. Angela Lara				X	
5. Cristina Lucatero				X	
6. Mary Chacon					X
7. Nancy Hurtado		X			
8. Adalia Alvarez		X			
9. Gurinder Sandhu		X			
10. Kelly Rauch		X			
11. Michele Anderson			X		
12. Valerie Seng					X
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Sunnyside High School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tim Liles		3/13/20
SSC Chairperson	Jose Aguilar		3-13-20

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	\$300,160 *
7090	LCFF Supplemental & Concentration	\$695,850
7091	LCFF for English Learners	\$163,830
TOTAL 2020/21 ON-SITE ALLOCATION		\$1,159,840

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$63,172
Remaining Title I funds are at the discretion of the School Site Council	\$236,988
Total Title I Allocation	\$300,160

Sunnyside High 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
Enrollment in AP/IB	27.879 %	18.443 %	2018-2019	25.443 %
EL Reclassification Rate (All grade levels)	10.548 %	8.46 %	2018-2019	16.46 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	50.103 %	53.553 %	2018-2019	60.553 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	18.744 %	16.429 %	2018-2019	23.429 %
One D or F on Any Report Card (grades 2-12)	66.939 %	76.063 %	2018-2019	69.063 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

As of 2019-2020 data from Power BI

- As of 2019 CAASPP results – proficiency in literacy improved from 43.1% to 53.6% proficient
- Students with Disabilities moved from the Red category to the Orange category on the California Dashboard. In 2018, SWD were 168.5 points below standard and in 2019 SWD were 123.4 points below standards which is an improvement from the previous year.
- Hispanic students meeting or exceeding standards improved from 41.1% in 2017-2018 to 49.6% in 2018-2019
- Asian students meeting or exceeding standards improved from 46.6% in 2017-2018 to 69.1% in 2018-2019
- ELL students meeting or exceeding standards improved from 2.3% to 4.8%.

Key Factors:

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our lowest performing subgroups in this area:

As of 2019-2020 data from Power BI

- 29% of our African-American students met or exceeded standards on ELA CAASPP, a 4% decline from the previous and still one of our lowest performing groups
- ELL students meeting or exceeding standards improved from 2.3% to 4.8%. Although an improvement, our EL students are still one of our lowest performing subgroups.
- SWD, although showed improvement, continue to be one of our lowest performing subgroups

Key Factors

- Lack of access to data in a timely fashion - 8th grade CAASPP scores and/or 8th, 9th, and 10th PSAT
- New Teachers were added to both the 10th and 11th grade teams
- after school tutorial attendance

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- A new testing schedule was designed to support students. Students were tested in a longer block period in their respective Homerooms
- PLC work around selecting essential standards, creating CFAs, analyzing data to improve instruction
- Focused work around SAT type questions
- Region literacy project with alignment to focused standards selected by region

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

As of 2019-2020 data from Power BI

- As of 2019 CAASPP results – proficiency in mathematics improved by 5% , increasing from 11 to 16% proficient
- Students with Disabilities remained in the Orange category on the California Dashboard. In 2018, SWD were 239.9 points below standard and in 2019, SWD were 204.2 points below standards which is an improvement from the previous year.
- Hispanic students meeting or exceeding standards improved from 9% in 2017-2018 to 13.6% in 2018-2019

Key Factors:

- A new testing schedule and atmosphere was provided. Students were pulled to take tests in our large areas - gym, theater, etc. Junior level math teachers proctored the exam
- PLC work around selecting essential standards, creating CFAs, analyzing data to improve instruction
- Focused work around SAT type questions
- tutorials offered before school, at lunch and after school in subject specific areas technology in all Algebra 1, Geometry and Algebra 2 classes but not regularly attended
- use of Big Ideas, Khan Academy and various online resources

One D or F on Any Report Card (grades 2-12)

As of 2019-2020 in Power BI

- As of 2018-19, 76.1% of students had at least one D or F, currently 66.9% of students have at least one D or F
- As of 2018-19, our 12th grade students 66.9% had at least one D or F, currently 50.8% of 12th grade students have at least one D or F.

Key factors:

- RTI has improved within some PLT's
- grading systems within PLT's have become more aligned

EL Reclassification Rate (All grade levels)

As of 2019-2020 in Power BI

- As of 2019, 8.5% of our English Learner students were redesignated
- Currently we have 3% redesignated, all norm referenced tests & ELPAC have yet to be administered.
- Currently our 11th grade students have the highest redesignated rate at 6.3%

Key factors:

- student exposure to more rigorous text
- EL support teacher continued support in providing Integrated ELD lessons within content areas.

Our lowest performing subgroups in this area:

As of 2019-2020 data from Power BI

- 6% of our African-American students met or exceeded standards on math CAASPP, a 6% decline from the previous and still one of our lowest performing groups

Key Factors:

- lack of conceptual understanding
- lack of training in variety instructional strategies
- after school tutorial attendance
- disconnect with EL students understanding that the CAASPP is part of redesignation process

One D or F on Any Report Card (grades 2-12)

As of 2019-2020 data from Power BI

Although the following subgroups saw improvement, they still remain our lowest achieving:

- African American students that had at least one D or F dropped from 85.2% to 74.3%
- SWD students that had at least one D or F dropped from 76.1% to 67.2%

Key factors:

- Lack of understanding of culturally responsive teaching
- RTI has not been established in every core content grade level
- Some PLT's have not established common grading practices and/or focus standards with aligned instruction.
- attendance
- after school tutorial attendance

EL Reclassification Rate (All grade levels)

As of 2019-2020 in Power BI

- Currently we have 3% re-designated, all norm referenced tests & ELPAC have yet to be administered.
- In 2018-2019, our lowest subgroup to redesignate was our Hispanic population at 7%, yet that subgroup remains the largest group of EL learners.

Key factors:

- more PL needed EL support in Integrated & Designated ELD lessons within content areas.
- better space on campus needed for testing students
- lack of student motivation to pass ELPAC

Enrollment in AP/IB

As of 2019-2020 in Power BI

- In 2019-2020 there was a 5% decline in 9th grade students taking an AP course.
- While most of our subgroups remained the same from the previous year, our white students taking an AP course decline by 6%

Key Factors:

- Pathway course elective chosen over AP course

- utilizing teachers as ELPAC assessors
- school wide literacy focus and training for all staff to build literacy skills in all core content areas

Enrollment in AP/IB

As of 2019-2020 in Power BI

- Currently, 31% of our students are enrolled in at least one AP course, which is the same as the previous year
- 19.3% of our African American students are enrolled in at least one AP course, a small increase from the previous year.
- More of our 10th grade students enrolled in at least one AP course from the previous year jumping from 20% to 26%.

Key Factors:

- Maintaining our AP course offerings
- APIC having one on one chats with students
- APIC and counselors working together to continue to support students
- Wildcat ambassadors program where current AP students support new to AP or struggling AP students

- Dual enrollment course offerings

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- We had intended to utilize our SWD support teacher differently this past year. We will continue to fund that position and change the focus of the work to impact the academic success of our SWD.
- We planned and budgeted better this year on travel for professional development. We will continue to fund travel for training and conferences as it has helped to increase student learning. As our PLC work has gained momentum, more requests for planning days have occurred. We did not budget for the number of subs that would be needed for planning and travel so we will increase that budget for the coming year.
- Our African American students and EL students still rank as our lowest sub-groups in math and literacy proficiency. We will continue to fund an EL support teacher to remain focused on the work to support teachers in instruction and to monitor EL student progress. We will provide funding to support the work of an African American Academic Acceleration (A4) mentor to support and monitor progress of our African American students.
- In an effort to lessen the disproportionality and support our low performing sub-groups, we will continue to support the work of our Culturally Responsive Teaching team and provide professional learning around cultural proficiency.
- Our AMD numbers have grown, and we continue to see the benefits of this program. We will continue to fund our AMD tutors, the AVID conference and various needs of the program.
- Throughout the 2019-2020 school year, our Region Literacy Project, which is intended to increase the rigor of literacy in all disciplines, has gained momentum and we will continue to implement various professional learning around understanding of literacy and instruction of literacy. Our EL support teacher will continue to help teachers create and implement integrated and designated ELD lessons into core content classes.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- We continue to stay focus on the action items and goals from our previous year. Throughout the various action items you will notice the SWD support teacher imbedded to support the various goals. We will also utilize online resources and tools, such as but not limited to Connected Classroom, iReady, Khan Academy which will be used to support SEL skill development, enhance classroom engagement and improve academic success.
- Our Culturally responsive teaching team has been added in action 4 under goal 1, to learn and develop training for our teachers around being culturally proficient and responding accordingly. This is intended to support our low-performing subgroups as well as create a more inclusive and equitable environment for all students

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>appreciated availability of multiple tutorials additional support of PLUS teacher recognized and wondered if making a difference in scores</p> <p>liked that through the growth in collaboration, teachers were beginning to standardize grading and expectations around student workload</p>	<p>2 ELAC:</p> <p>ELAC feels we need to work on messaging the importance of both tests to complete the redesignation process through possible homeroom messaging, chats, teacher communication and awareness. We can provide PL on redesignation cycles and work with teachers who have EL students “on track” to redesignate.</p> <p>ELAC members also noted a needed for extended learning opportunities and appreciated the tutorials that are available.</p> <p>ELAC also noted the need for a BIA and understood the need for substitutes for trainings, planning and professional development for teachers and staff.</p> <p>Total EL population is not completing their redesignation cycle as planned because their normed assessment (PSAT, Interim, CASSPP, SAT) scores are low. Also the ELPAC is more rigorous and is now administered online, which is a new format</p>	<p>3 Staff:</p> <p>Shared concerns about tutorial sessions - lots of opportunity but do all kids know about the sessions (when and where) and are they being utilized</p> <p>AVID strategies and classes offered - great support</p> <p>AP support</p> <p>PLUS teachers support</p> <p>SWD support</p> <p>Need for more SEL for students which would improve learning</p>
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Action 1

Title: Proficiency in Mathematics

Action Details:

Detail the action: Currently, 16% of our juniors met or exceeded standards on the mathematics portion of the CAASPP in June of 2019. By June 2020, 23% of the juniors will meet or exceed standards on the mathematics portion of the CAASPP.

Sunnyside High School will implement strategic mathematical supports for all students aligned with the Common Core State Standards. An emphasis will be on performance-based learning and mastery of conceptual mathematics that embed the eight mathematical practices as well as address focus, coherence and rigor in all math levels. Teachers will engage in professional learning and collaboration in their PLT's centered on common formative assessments, performance-based tasks and responses to intervention. Students will be supported by Plus teachers in math classes and provided tutorials by math teachers throughout the year. During the 2020-2021 school year, a computer lab assistant will address technology needs of students and teachers throughout the year as many math classes utilize the online component of Big Ideas, Desmos, and Khan Academy. Our SWD support teacher will monitor and support classroom instruction by providing strategies and resources.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Math Teachers / Math Leads

- Monitor results on all math Interim Assessments and PSAT scores for 9th, 10th and 11th grade students.
- PLT will set SMART goals around assessment results and assist students in doing the same.
- Use of district math adopted curriculum and materials as well as SAT and CAASPP questions to develop common formative and summative assessments
- Data analysis of student work using common formative and summative assessments to inform instruction
- Use of digital assessment literacy through the iReady, CAASPP platform and Big Ideas Math Curriculum will be taught
- Use of various online tools including but not limited to Khan Academy, Google classroom, Quizlet Live, Desmos, etc. to assist teachers in monitoring student growth as well as encourage students to self-monitor their progress.
- Will embed the 8 mathematical practices into lessons that best align with the focus standards of the region literacy project.

Math VP

- Attend PLT meetings to best support teachers and monitor student progress through atlas and various assessments
- Support math teachers with various strategies to improve math instruction and build math literacy

Instructional Coach will:

- identify needs of students based on Interim Assessment, PSAT, ELA SBAC, and AP results will support all teachers in the planning and implementation of literacy building strategies/lessons

SWD Support Teacher

- Support teachers in providing scaffolding strategies and best first teaching practices to support SWD
- monitors progress of SWD & supports in planning response to intervention (RTI)

Computer Lab Assistant will:

- monitor and maintain mobile computer carts
- support students and teachers with technology throughout the year and during the administrations of district interim Assessments and CAASPP

Owner(s):

Math Teachers
Math Lead Teachers
Plus Teachers
Math VP
SWD support teacher
Computer Lab Assistant

Timeline:

Ongoing, weekly, quarterly
Interim assessments monitored twice a year
Common Formative and summative assessments will be ongoing throughout the year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teacher professional collaboration and learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of acceleration within the instructional sequence
- Students will have the opportunity to master the content through good first instruction that is aligned instruction with rigorous pre-established assessments repair in real time with the PLUS Teacher through in-class co-teaching or small group instruction support.
- Students will have access to online materials through a tablet in each of the Algebra 1, Geometry and Algebra 2 classes
- Graphing Calculators and scientific calculators will be available for check out in the library to support learning in all math classes including Algebra 2, Accelerated Alg2, Trig, AP Stats and AP Calc.

Specify enhanced services for EL students:

- Teachers will support EL students individually and in small groups during math tutorials before and after school
- EL support teacher will monitor EL students with D's or F's and observe them within the classroom to determine if language may be an issue, if further tutorial is necessary, or if teacher support is needed.

Specify enhanced services for low-performing student groups:

- Teachers and Plus teachers will support low performing students by calling parents and provided tutorial information to parents and students.
- Plus teachers will support grade level teams with various needs including planning and creating rigorous engaging lesson plans to improve first instruction.

- Tutorial labs are available for all students
- BIA will support math classes identified as SDAIE.

- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- SWD Co-Teachers will attend core math content PLC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts.
- Students who receive an F in first semester Algebra 1 will be moved to an online course Edgenuity program to provide the opportunity to earn credits and receive a passing score. This opportunity will allow student become on track for graduation.
- School site CORE team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students.
- School site CORE team will monitor and support their sub-groups based upon findings through improvement science

Explain the actions for Parent Involvement (required by Title I):

- Teachers will contact students receiving a D or F in their math classes
- Parents will be notified of math tutorials available via School Messenger, Remind, Peachjar newsletter and website.
- Parents will also have the ability to access to their child's academic progress via Edutext and ATLAS
- Parents will also be notified of extended learning opportunities provided during vacation weeks and/or Saturdays, if offered, through letters and phone calls from teacher.

Describe Professional Learning related to this action:

- Math teachers will follow FUSD's AC Foundations and the PLC process as described in Learning by Doing by Dufour et al. to select essential standards, create common formative assessments, develop data protocols and plan instruction based upon results.
- Math teachers will engage in professional learning around district adopted textbook/curriculum.
- Math teachers will engage in professional learning around the PLC process to create common formative assessments and provide remediation within the rigor of the grade level standard
- Math teachers will engage in professional learning around Common Core Standards and how to provide lessons that address bot skill/procedures and conceptual understanding.
- Math teachers work together to develop lesson that engage and promote critical thinking to improve CAASPP scores.
- Math teachers communicate with all levels of math teachers to align and find some common essentials standards and share best methods to teach material.

Action 2

Title: Proficiency in Literacy

Action Details:

Detail the action: Currently, our CAASPP scores indicate 53% of our juniors met or exceed standards on the ELA portion of the assessment in June of 2019. By June 2020, 60% of our juniors will meet or exceed standards on the ELA portion of the CAASPP.

Sunnyside High School is in the initial stages of a comprehensive school-wide literacy, Regional Literacy Program (RLP), across all subject areas that will work to support grade level literacy and ELD standards. Achievement will be measured on the ELA CAASPP and English EAP. This program will include support to all students by promoting differentiated instruction to ensure that students scoring below California state literacy standards will meet or exceed grade level standards. Support will also be provided for enrichment to students that currently meet or exceed standards through grade level PLT teams. Instruction will be provided using school-wide AVID strategies and the RILT will work to decrease the percentage of students needing remedial English coursework at the freshman college level. During the 2020-2021 school year, a computer lab assistant will address technology needs of students and teachers throughout the year as many content areas utilize the computers for a variety of writing & research projects. The lab assistant will also support technology needs during administration of ELA CAASPP and district interim assessments in iReady.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

English PLTs/Lead Teachers will:

- monitor results and identify needs on the Interim Assessments, PSAT, ELA CAASPP and AP results
- analyze student tasks, common formative and summative assessments to inform instruction
- use of digital assessment literacy through the iReady platform and google classroom that is accessible through teacher and site reports
- conduct goal setting and chats with students before each test administration
- PLTs will analyze results from CFAs using a data protocol created by the team to make instructional decisions based upon results.
- Will use the region selected focus standards, selected as part of the Region Literacy Project, to drive instruction within their grade level
- utilize turnitin.com to support instruction and student learning.

Core, Elective, CTE and PE Teachers will

- develop common formative assessments within Accountable Communities from agreed upon literacy standards within each content area, analyze data using a team created data protocol and plan instruction based upon results.
- Will use the region selected focus standards, selected as part of the Region Literacy Project, to drive instruction within their grade level
- utilize turnitin.com to support instruction and student learning.

VP's will:

- use walkthrough data to monitor progress and inform next steps
- attend AC meetings and trainings to best support teachers monitor student incentives for ELA SBAC

Instructional Coach will:

- identify needs of students based on Interim Assessment, PSAT, ELA SBAC, and AP results will support all teachers in the planning and implementation of literacy building strategies/lessons

Computer Lab Assistant will:

- monitor and maintain mobile computer carts
- support students and teachers with technology throughout the year and during the administrations of district interim assessments and CAASPP

SWD Support Teacher

- Support teachers in providing scaffolding strategies and best first teaching practices to support SWD students
- monitors progress of SWD students & supports in planning response to intervention (RTI)

Owner(s):

Core Content Teachers

Lead Teachers

Plus Teachers

ELA VP

SWD Support Teacher

Timeline:

Ongoing, weekly, quarterly

Interim assessments monitored twice a year

Common Formative and summative assessments will be ongoing throughout the year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will engage in reading grade-level appropriate complex text, talk, and tasks provided by a balanced literacy approach to instruction.

- Students will use technology equipment and supplemental materials to enhance learning and monitor progress. Computer Lab Assistant will support student use of technology and address computer lab needs.
- Students will be offered after-school tutorials specific to their reading and writing concerns, they will also have access to lunchtime tutorials for both remediation and CFA/test make-ups.
- Students and teachers will utilize TurnItIn.com as a resource to support student learning

Specify enhanced services for EL students:

- Students will be provided support via PD on designated and integrated ELD.
- EL Tutorials will be provided to support students in their literacy skills and awareness of the ELA CAASPP and Interim significance/structure.
- EL Support teacher will monitor EL students for D's and F's and assist in identifying the learning barrier. EL Support teacher will provide teacher support in scaffolding lessons aligned with ELD CCSS. Tutorial labs are available for all students.
- expand Pre-AP mentoring to include EL/RFEP students

Explain the actions for Parent Involvement (required by Title I):

- Parents will be notified of assessment significance, dates, and ELA SBAC and Goal Setting via School Messenger, Peachjar, website, coffee hours
- Parents will also have the ability to access to their child's academic progress via Edutext and ATLAS.
- Parents will be notified of tutorials available via School Messenger, Peachjar, newsletter, Remind and website.
- Grade level parent meetings to discuss specific assessments and preparatory resources available for students.

Specify enhanced services for low-performing student groups:

- Students have access to a tablet to check out and take home to help with school work through Springboard, Khan Academy, Google Classroom
- Teachers and Plus teachers will support low performing students by calling parents and provided tutorial information to parents and students.
- Plus teachers will support low performing students by providing small group instruction students and supporting grade level teams with various needs.
- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- SWD Co-Teachers will attend core content AC meetings to gain further understanding of literacy skills and align rigor. Co-teachers will also be given opportunities for PL around literacy standards

Describe Professional Learning related to this action:

- Staff Professional Learning regarding significance of CELDT, Interims I and II as criteria for EL Re-Designation, Seal of Biliteracy and AP Placement, implementation of complex text/talk/task, and disciplinary literacy strategies.
- ELA Teachers will follow FUSD's PLT Foundations, PLC's, Learning by Doing by Dufour et al. to plan and create common formative assessments and performance-based tasks
- ELA Teachers will engage in Professional Learning around district ELA adopted textbook/curriculum. ELA teachers will be receiving district-wide professional learning to support the new adopted CCSS aligned curriculum.
- ELA Teachers will engage in professional learning around the PLC process to create performance-tasks and common formative assessments and providing remediation within the rigor of the grade level standard.
- ELA Teachers will receive professional learning regarding online based curriculum.

Action 3

Title: Professional Learning Teams

Action Details:

Detail the action:

By June of 2021, PLT Teams will move up one level on at least one indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning By Doing (2nd Edition), by DuFour et al.

Sunnyside High School teachers will meet weekly in Professional Learning Teams (PLT). When teams meet, PLT's will answer the four foundational guiding questions: 1. What do we want students to learn? 2. How will we know they learned it? 3. How will we respond when they didn't learn it? 4. How will we respond when they already know it? As a school, we will help all students achieve high levels of learning, and therefore provide students with systematic interventions when they struggle and provide enrichment when they are proficient. Teams will identify and analyze the progress of their work in the PLC process through various rubrics within Learning By Doing by Rick DuFour, et al.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

PLT's will:

- Establish team norms, and identify essential standards within their content area Participate in Smart Goal Conferences with department VP
- Develop Common Assignments and Assessments
- Analyze Common Formative Assessment results
- Discuss CFAs, EL Re-Designation Goal Setting Reports and Interim Assessments
- Discuss re-teaching and extension strategies to increase student achievement
- Rate team on each indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning by Doing (3rd Edition) by Rick DuFour, et al.
- Complete "Must Haves" created by Instructional Leadership Team
 - Identify standard-based "must knows"
 - Create a penciled Calendar
 - Establish Learning targets
 - Create SMART Goals for CFAs
 - Create and use a data protocol
- Participate in peer observations

Lead Teachers:

- Attend Instructional Lead Teacher Site and Regional Meetings and Trainings
- Facilitate planning days

VP's:

- Through classroom observations will provide specific feedback to teachers on implementation of strategies in the classroom
- Work collaboratively with PLT's and teachers to ensure greater rigor is present in lessons and appropriate support is provided to students.
- Have reflective conversations in PLT's and with teachers throughout the year regarding classroom walkthroughs, common assessments and student learning.
- Maintain a 6-8 week action plan with a focus PLT within their department

School Program Assistant

- will assist with travel arrangements, conferences, sub day requests
- assists with orders/purchases, vendor apps assist with RQS, SRQs and POs

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Differentiated instruction based on results of assignments or assessments. Lessons may include use of front loading strategies, re-engagement, re-teaching, or enrichment strategies.
- Aligned curriculum that vertically articulates and assesses progress uniformly
- Coherency surrounding the expectations in regard to Sunnyside's school wide learning outcomes Culturally consistent classrooms which foster engagement and support student-centered learning student bilingual mentors to push-in to support in content areas (only if room in a student schedule to be a peer mentor)

Specify enhanced services for EL students:

-
- EL Specialist will work with specific groups of EL students (LTEL's) to provide support as well as work with

Owner(s):

Principal
VPs
Lead Teachers
All Teachers

Timeline:

Weekly
Monthly
Quarterly

Specify enhanced services for low-performing student groups:

- 9th Grade CTE teachers will form a PLT and integrate AMD strategies such as time management, note taking, and/or organization

teachers regarding instructional strategies to best support EL's.

- EL Support Teacher will work with PLT's to ensure proper implementation of ELD CCSS
- EL Support Teacher will provide PD to PLT groups focused on integrated/designated ELD strategies
- Academic Counselors, Social Workers, School Psychologist, and our Re-Engagement Center will provide support for our EL students who may be economically disadvantaged and/ or foster students
- Quarterly RFEP monitoring and teacher feedback by PLT
- create SDAIE PLT team to work with EL support teacher
- expand Pre-AP mentoring to include EL/RFEP students

- CTE PLT will develop literacy based CFAs
- Plus teachers will support low performing students by providing small group instruction students and supporting grade level teams with various needs.
- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- SWD Co-Teachers will attend core content PLT meetings to gain further understanding of literacy skills and align rigor. Co-teachers will also be given opportunities for PL around literacy standards

Explain the actions for Parent Involvement (required by Title I):

- Atlas parent portal and EduText will inform parents of their child's progress and thus needs for tutorial
- Coffee Hour - information regarding career readiness for workplace success
- Grade-level parent meetings in AMD, DA, VPA and pathways
- Peachjar fliers

Describe Professional Learning related to this action:

- Learning by Doing (2nd Edition) by DuFour, et al., PLC's
- Lead Teacher Meetings (site & region)
- California Standards for the Teaching Profession CSTP #5 – Assessment
- CSTP #6 – Developing as a Professional Educator
- Proficiency based learning (tasks, assessments)
- Common formative and summative assessments (formal and informal)
- Technology & data assessment
- PL in instructional strategies by content areal ACs to build ELD standards into lessons and create appropriate scaffolds within each lesson
- Sub release days for teachers will be provided for planning and conferences

Action 4

Title: Comprehensive Academic Support

Action Details:

Detail in the action:

Currently, as of March 2020, per Power BI 67% of students have at least one D or F on their report card. By June of 2020, our goal is to have 60% of students have only one D or F on their report card. As of March 2020 74% of African American students have one D or F and 67% of our SWD have one D or F. We will work to improve this by 5% in both subgroups.

Sunnyside High School will provide a comprehensive academic support program for students of all grade levels. The plan includes teacher content tutorials throughout the school year. Teacher Teams, either as PLT Teams or Pathway Team, will offer a variety of academic supports, including tutorial opportunities, within their specific content areas, for students before school, at lunch, and/or after school. Teams in Algebra I and II will also use deployment as a strategy to support student learning needs based on CFA data. An African American Academic Acceleration (A4) Progress Monitor will provide additional SEL support for our African American students.

In addition, AMD tutors will support students during their AMD classes as well as be available during lunch for all students on selected days during the week. Peer helpers will support student learning in classrooms and after school. These efforts will support struggling students as they work to successfully complete all their courses with a C or higher thus promoting college and career readiness. Tutorials will be announced and promoted via the school website, Peachjar fliers, newsletter, social media, broadcast and announcements.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

VP's will:

Owner(s):

VPs

Timeline:

Ongoing

- pull D/F data during every grading period: progress report, quarterly
- have follow up conversations with students and teachers regarding grade trends

Teachers

quarterly

Counselors

AMD weekly grade checks

Content Teachers providing Tutorials will:

AMD teachers and coordinator

- monitor progress of students who attend content tutorials, identify students' specific needs through teacher checks for understanding and PLT team CFA's
- will track student attendance in content area tutorials

Counselors will:

- inform students and parents about tutorials available when speaking to them about academic supports available on campus
- encourage students to utilize our after school program.

AMD Teachers/Coordinator will:

- continue to closely monitor student grades via grade checks
- discuss academic concerns with students, parents and fellow teachers monitor student tutorial participation

AP Instructional Coordinator will:

- monitor D/F's in AP class and pull students for individual conferences.
- individually invite D/F students to attend AP Cafe

CTE Coordinator will:

- pull D/F data during every grading period: progress report, quarterly
- run grade reports by pathway and share data with pathway teachers and admin team
- encourage pathway teachers to attend AMD training

Pathway Teachers will

- monitor their student's academic progress
- 9th grade CTE teachers will implement AVID like strategies in their courses to support academic success

Resource Counseling Assistants

- assists with monitoring attendance
- monitors student progress and contacts parents
- assists academic counselors
- runs workshops for parent nights
- welcomes and monitors new enrollees

Home School Liaison - Spanish

- assists with monitoring attendance
- monitors student progress and contacts parents
- runs workshops for parent night

.4 FTE - additional sections to help students complete A-G requirements

African American Academic Acceleration (A4) Progress Monitor

- Monitor academic progress quarterly of our African America students
- Provide support to African American students and families

Culturally Responsive Team:

- will attend trainings to learn about being culturally proficient to support all students
- will train staff on various interventions to support all students through the use of the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey and Terrell.

School Program Assistant

- will assist with travel arrangements, conferences, sub day requests
- assists with orders/purchases, vendor apps assist with RQS, SRQs and PO
- utilize Peachjar and newsletters to inform parents of tutorials, parent nights, etc

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Differentiated instruction based on results of assignments or assessments. Lessons may include use of front-loading strategies, re-engagement, re-teaching, or enrichment strategies. Aligned curriculum that vertically articulates and assesses progress uniformly.
- Coherency surrounding the expectations in regard to Sunnyside's school wide learning outcomes culturally consistent classrooms which foster engagement and support student-centered learning student bilingual mentors to push-in to support in content areas (only if room in a student schedule to be a peer mentor).
- Online resources and tools, such as but not limited to Connected Classroom, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success.

Specify enhanced services for EL students:

- EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.
- EL students will work with bilingual peer-assistants during tutorial.
- EL students will use their agendas to monitor their progress as well as their tutorial appointments
- EL students will have support through BIA's

Explain the actions for Parent Involvement (required by Title I):

- Atlas parent portal, EduText will inform parents of their child's progress and thus needs for tutorial
- Coffee Hour - information regarding career readiness for workplace success
- Grade-level parent meetings
- Weekly Principal Parent update
- Peachjar Newsletter – tutorial schedule sent via parent newsletter and on website

Specify enhanced services for low-performing student groups:

- Academic Counselors, SAP Counselor, School Psychologist, and our Re-Engagement Center will provide support for our economically disadvantaged and foster students
- All African American students will be monitored by our African American Academic Acceleration (A4) Support teacher.
- Utilize our Project Access SSW to support and assist foster students
- TSA support for SWD

Describe Professional Learning related to this action:

- Staff / AC professional learning regarding PLC's, common grading practices, common assignments, proficiency based learning
- AVID training for teachers and tutors
- Training in test preparatory vessels including but not limited to Khan Academy, PSAT online tutorials, SAT & CAASPP related sites.

Action 5

Title: English Learner Support

Action Details:

By June 2021, the percentage of Long Term English Learners (LTELs) who are reclassified will increase by 8%. Currently, 2% of our EL students who are also designated as SWD have been reclassified. By June 2021, 4% of our EL SWD will be reclassified.

Sunnyside High will have a targeted focus on supporting English Learners (EL) and increase the Reclassification rate. A strategic EL support system will be put in place during the 2018-2019 school year including, the continuing work of one full-time EL Specialist to support the needs of EL students with focus on our Long-Term English Learners (LTEL's). The EL Support Teacher will provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations, provide EL Tutorials (raise awareness on criteria- ELPAC and interim assessment cut points, provide literacy and academic intervention) with targeted groups of 9th grade students at the beginning of the school year and throughout. EL Summer Program will also be provided for LTEL's students (provide academic and literacy support and intervention, raise awareness on Reclassification criteria- ELPAC and interim assessment cut points). Student incentives will be provided with the intent of increasing the Reclassification rate. EL Support Teacher will also be responsible for RFEP monitoring and documentation. Staff Professional Learning will also be provided regarding strategies and supports for teaching EL students, focusing on Reclassification. Professional Learning topics will include: ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

EL Support Teacher will:

- provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations
- provide EL Tutorials and raise awareness on criteria for Reclassification –ELPAC, Interim assessments, PSAT., SAT and SBAC cut points and provide literacy and academic intervention. Focus on targeted group of 9th grade students at the beginning of the school year and throughout
- support all teachers by providing strategies and resources on teaching EL students, focusing on Reclassification
- facilitate professional learning for teachers and staff on ELA/ELD framework, disciplinary literacy, academica language, EL program (integrated and designated) and using EL data to inform instruction
- build a bridge program with middle school feeders to best support incoming 9th grade EL students
- push-ins to classrooms to provide teachers with feedback regarding EL students progress as well as language barriers
- monitor RFEP students to maintain A-G requirements
- provide new teachers as well as teachers looking for new ways school to scaffold lessons and curriculum for EL students by demonstrating a model lesson for the class period.
- work with AC’s to ensure the inclusion of EL standards
- Increase EL involvement in Goal 2 activities.

Owner(s):

EL VP

EL Support Teacher

Timeline:

ongoing

Quarterly

EL Support Teacher will analyze and develop a strategic plan to support LTEL students based on the following:

- ELPAC results
- ELA CAASPP
- ELA Interim Assessments Quarterly academic/grade monitoring RFEP monitoring tool
- D/F rate
- BIA
- works with ELD teacher in class to help with the various levels of EL learners within the classes
- supports EL students in various academic classes as assigned by ELD Teacher

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

LTEL students needing additional support will be involved in EL Tutorial and the EL Summer program where they will receive literacy and academic support as well as increase their awareness of Reclassification criteria/dates.

All EL students will be involved in ELPAC chats prior to administration of test.

Teachers will use EL data to inform instruction and implement EL strategies in classrooms across the board, EL students will be better supported.

Specify enhanced services for EL students:

EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.

EL students will work with bilingual peer-assistants during tutorial.

Specify enhanced services for low-performing student groups:

This action item is completely focused on support for our EL, LTEL and R-FEP student

RFEP students (who qualify, apply and are accepted) are part of a mentoring program partnered with KC Middle

EL students will use their agendas to monitor their progress as well as their tutorial appointments

School to incentivize others to redesignate as well as help the incoming (9th grade) at-risk EL students academically

Explain the actions for Parent Involvement (required by Title I):

During ELAC meetings, parents will be notified of intervention plan, strategies to support language, opportunities for student support: EL Tutorial, EL Summer Program, Reclassification criteria and dates, and notification of ELPAC, ELA CAASPP and Interim Assessment administrations

Describe Professional Learning related to this action:

Staff Professional Learning will be provided on strategies and supports for teaching EL students, focusing on Reclassification. Professional Learning topics will include: ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction.

Action 6

Title: College Readiness

Action Details:

Detail the action: Per Power BI data, our current AP enrollment is 31% of our student body is enrolled in at least one AP course. By August of 2021, the percentage of students enrolled in an AP course will be 38% and will remain steady throughout the year. Currently, 19% of our African American students are enrolled in one AP course. By August 2019, our enrollment of African American students in one AP course will increase by 5%.

Currently our senior A-G completion rate is 64%, by June 2021 the senior A-G rate will increase by 5%.

By March 2021, our junior class will score, on average, 50 points better on each portion of the SAT from their PSAT score in October of the same school year.

Sunnyside High School will increase the number of students who demonstrate college and career readiness and ensure that all students graduate with a viable post-secondary plan. We will provide remediation and support to meet A-G eligibility for students with one or more D or F by providing credit recovery opportunities, including the use of Edgenuity, as well as provide possible tutorials that students could attend. Counselors, the AP Instructional Coordinator, the AMD Coordinator, and teachers will continue to support and guide students during the course selection and college admission process via individual conferencing and class presentations. We will increase AP enrollment and increase retention in AP courses. We will refine recruitment and expand enrollment in Dual Enrollment courses. We will strengthen support systems to prepare students for multiple assessments, including but not limited to AP, PSAT, SAT & CAASPP.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Counselors:

- Counselors will work together with teachers regarding strategies on how to best support students by grade level. in classroom presentations to link SAT and Khan, and to start college applications and FAFSAs.
- Counselors will continue to strategically guide students through pre-registration, college application process, financial aid, scholarship opportunities, and post-secondary plans.
- Counselors and English teachers will identify and recruit eligible students to participate in the English IA Dual Enrollment.
- promote Khan Academy as a resource for SAT prep for students
- will work with and communicate with students about academic options to keep them on A-G track for college, including the options of credit recovery courses in Edgenuity.

Teachers:

- ACs will work together to support and prepare college and career ready graduates by implementing instructional strategies that address our school wide Learner Outcomes.

Owner(s):

- VPs
- Counselors
- AMD Coordinator
- AP Instructional Coordinator
- Teachers
- SAT Prep Teachers
- Students

Timeline:

- On-going
- Weekly
- Quarterly
- Weekly grade checks in AMD
- Bi-monthly binder and agenda checks in Homeroom

- Teachers will hold academic planning conversations and binder checks will occur in Homeroom to promote the college and career readiness culture.
- promote Khan Academy as a resource for SAT prep for students
- utilize Khan Academy and College Board materials to support student learning

CTE Coordinator will:

- assist in Dual Enrollment course recruiting.
- promote Khan Academy as a resource for SAT prep for students

AMD Coordinator will:

- coordinate UC personal insight questions completion for all AMD juniors
- collaborate with CTE Coordinator/Elective teachers as well as Men's & Women's Alliance instructors to support the implementation of college academic habits and provide AMD strategies to support rigorous coursework in the elective classes.
- facilitate training in AMD strategies for staff in all content areas.
- present to incoming 8th-grade students to increase enrollment in AMD.
- promote Khan Academy as a resource for SAT prep for students

AP Instructional Coordinator will:

- monitor student enrollment numbers.
- support/collaborate with AP teachers in training opportunities and recruitment.
- analyze student data to find potential AP students who have not enrolled in an AP class.
- support pre-AP and AP students through the AP mentoring program.
- support high achieving students with Questbridge applications (junior year College Prep program, senior year National College Match program) and the Common Application for private school admissions.
- identify and recruit students who exceeded CCR standards on the PSAT, but have not enrolled in an AP class, to increase AP enrollment numbers.
- present to incoming 8th-grade students to increase enrollment in AP Human Geography.
- promote Khan Academy as a resource for SAT prep for students

Schoolwide Opportunities

- increase or sustain the number of A-G courses offered through master schedule.
- increase or sustain Dual Enrollment courses offered in the master schedule.
- schedule SAT Prep support.

VP/Counselor:

- ensure computers and technology needs are addressed.
- attend Khan Academy and College Board training.
- promote Khan Academy as a resource for SAT prep for student

Students:

- maintain an organized binder.
- utilize provided student agenda.
- attend tutorials when needed.
- utilize Khan Academy to improve skills

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

- Students will be supported by teachers, counselors, and staff to be college ready via instructional strategies/pedagogy, student individual conferences, grade-level presentations conducted by counselors in classes throughout the year.
- Summer-bridge opportunities for students to strengthen their college preparedness.
- Summer school courses for A-G maintenance.
- Students will be provided instruction on how to navigate Khan Academy and College Board websites. They will become familiar with the variety of resources on Khan Academy and the SAT structure.
- School-wide through homeroom, all students will be instructed in AMD strategies. Binder checks and student self-recorded A-G completion chart will be monitored throughout the year.
- AP mentors, current AP students, will be utilized to support new, targeted or struggling AP students.
- AP supplemental material will be available for each AP course
- Graphing calculators will be available for student check out at the library
- Edgenuity-credit/course recovery and support

Specify enhanced services for EL students:

- Designated ELD teacher will continue to work closely with students, parents, and counselors in identifying the best A-G plan for each newcomer.
- Teachers, AMD coordinator as well as EL Specialist will directly support the needs of EL students.
- EL Support Teacher will monitor A-G requirements and offer assistance to those not meeting them (ie offer tutorial, scaffold lessons, teacher support, social-emotional supports, language comprehension evaluations.)
- EL students will have the support of the EL Specialist and will be invited to attend SAT Prep Sessions. Academic Counselors, SAP Counselor, School Psychologist, and our Re-engagement Center will provide support as needed

Explain the actions for Parent Involvement (required by Title I):

- 9th-grade family conferences in all 3 AMD cohorts (AMD, DA, CBS) at the beginning of the school year 9th grade AMD family night
- Edutext and ATLAS -parent portal, creates continual access and awareness to student progress. Student Advocates inform parents of attendance and the impact it has on grades
- Ongoing communication via coffee hours, newsletter
- Dual Enrollment Info Night
- AP Info Night
- Parent University grade level sessions, website, School Messenger and SAT Parent Meeting.
- Incoming 9th grade parent night meeting with Counselors

Specify enhanced services for low-performing student groups:

- Identify subgroups within SPED for targeted intervention and enrichment (i.e. AP mentoring program, AMD, tutorial support.)
- Expand Pre-AP mentoring to include EL/RFEP students
- Support Teacher will directly support the needs of African-American students. Will monitor A-G requirements & C or better rates and offer assistance to those not meeting them (ie offer tutorial, teacher support, social-emotional supports, parent contact, other supports as needed.)

Describe Professional Learning related to this action:

- Staff Professional Learning regarding A-G requirements, college application process, School-wide Learning Outcomes
- Provide AP teacher PL and vertical articulation planning time.
- Send 10-15 teachers to AMD Summer Institute and training on Cornell Note taking, binder checks, Socratic seminars, and other resources to increase the number of teachers trained in AMD strategies.
- SAT Prep Teacher Professional Development on SAT structure, Khan Academy and College Board websites. Via these training teachers will gain valuable information on how to best support students.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Title 1 Basic	Instruction	Bks & Ref			site license - turnitin.com	13,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000		124,498.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			classified support	15,166.00
G1A2	Sup & Conc	Instruction	Mat & Supp			supplies & materials	46,927.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000		68,333.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			subs for conferences, planning, etc	5,944.00
G1A3	Sup & Conc	Instruction	Travel			conferences, staff travel	55,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	CL&Tech-Reg	Assistant, School Program	1.0000	assistance with teacher institute days, travel, sub requests, purchase orders, parent newsletter, Peachjar submissions	68,358.00
G1A4	Title 1 Basic	Instruction	Teacher-Subs			Subs to support instructional alignment - planning days and conference	23,766.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Wildcat Cafe Teacher Tutorials, AVID after school meetings, planning	34,154.00
G1A4	Title 1 Basic	Instruction	Oth Cls-Supp			AVID tutors	56,873.00
G1A4	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	No translation of mandatory items such as ELAC and IEP	74,843.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts	48,792.00
G1A4	Sup & Conc	Instruction	Bks & Ref			Edgenuity	10,000.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			technology, projectors, computers, etc	25,000.00
G1A4	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		69,286.00
G1A5	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.2500	Bilingual Instructional Aide	15,040.00
G1A5	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		132,196.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.5000	Bilingual Instructional Aide	30,080.00
G1A5	LCFF: EL	Parent Participation	Mat & Supp			Supplies for coffee hour/parent meetings	1,554.00
G1A6	Title 1 Basic	Instruction	Mat & Supp			: materials, supplies & AVID licensing (No Food/Incentives)	6,302.00
G1A6	Title 1 Basic	Instruction	Travel			staff travel - conferences, AVID institute	25,000.00
G1A6	Title 1 Basic	Instruction	Direct Trans			: College study trips	15,000.00
G1A6	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000		39,976.00
G1A6	Sup & Conc	Parent Participation	Mat & Supp			parent - materials & supplies	25,000.00
G1A6	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext				4,661.00

\$1,034,749.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	63.594 %	60.882 %	2018-2019	80.882 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

As of 2019-2020 data from Power BI

- Last year in 2018-2019, 60.9% of our students were engaged in arts, activities and athletics. Currently in the 2019-2020 school year, 77% of our students are engaged in arts, activities and athletics.
- Our SWD had the highest increase in engagement from 48.9% in 2018-2019 to 81.5% in 2019-2020
- Foster Youth engagement is up 18% from the previous year.
- Hispanic engagement is up 19% from the previous year
- Engagement by EL students in up by 30%

Key Factors

- Teachers & CCD have done a better job of entering engagements, including 1-time events and club meetings.
- Project Access involvement and voucher system
- Use of social media to market events
- addition of AP Art
- additional clubs on campus including E-Sports, Fuel and chess club

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

As of 2019-2020 data from Power BI:

- Although a significant increase in engagement for our EL students, they are still our lowest performing subgroup.
- All subgroups have at least 65% of students engaged in arts, activities or athletics
- All subgroups showed an increase in engagements.
- Engagement data shows that EL students, SWD, Foster Youth, and Homeless students had significant increase of 15% or more.

Key Factors:

- increase encouragement for our EL students that are newcomers or level 1 or 2 to participate in various out-of-school activities

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were not any major differences between the intended and actual implementation to meet the goal. We noticed a large increase in the percent of students engaged as our CCD did a much better job training teachers on how to use our atlas engagement tool. Our CCD also made some adjustments in activities and cost of the activities to encourage more student participation. Our CTE coordinator and job developer provided more opportunities and entered the data into our engagement tool.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We continue to stay focus on the action items and goals from our previous year. Throughout the various action items you will notice the SWD support teacher imbedded to support the various goals. We will also utilize online resources and tools, such as but not limited to Connected Classroom, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success. Professional learning around connection and engagement will be added as part of our travel budget in 7090.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC input/questions:

- are all activities included in participation rate; dances, attendance to games, art classes, folkloric, etc?
- how do we improve in marketing activities and events to parents?
- what supports are there for understanding all the info in atlas, what is strides?

2 ELAC:

- Provide parent trainings on clubs available (many parents feel that students are not involved with after school activities because they are unaware of supervision.)
- Work on magnet programs and clubs that will accept groups of EL students (band/arts) and create a club run by EL

3 Staff:

Staff input/questions:

- are the current art or folkloric classes included in engagement number?
- Should we survey students on their interests?
- 9th & 10th grade have lowest participation rate

Would like more marketing of music, arts and activities and more funding in personnel

Action 1

Title: Student Engagement

Action Details:

Detail the action: Currently 77% of our students participate in arts, activities or athletics. By June of 2021, 80% of our students will participate in arts, activities or athletics.

Sunnyside High School will increase Goal 2 participation by improving our outreach strategies and providing access to a variety of extracurricular activities throughout the year via athletics, clubs and visual/performing arts activities. We will also increase professional learning opportunities for staff including data entry of engagements, for both ongoing and one-time events, as well as learning around encouraging students to become involved.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Campus Culture Director and Athletic Director:

- will promote activity and athletic involvement opportunities via broadcast, website, school messenger, social media and newsletter
- enter and monitor Goal 2/Student Involvement Data regularly
- connect non-engaged students to areas of interest
- CCD & AD meet weekly with VP to review events and coordinate for the week
- work with teams/clubs to plan, promote and support events with our region schools.
- CCD to coordinate with Middle school feeders to align alike clubs to continue engagement as students transition to high school.
- create and administer surveys to identify areas of interest for potential new clubs
- CCD along with House of Reps Commissioner will conduct House of Reps meetings for homeroom reps to ensure students have a place to voice their opinions / ideas about clubs, events and school culture
- support 9th grade transition

CTE Coordinator/Job Developer:

- plan and coordinate career, field based field trips
- coordinate guest speakers from various fields throughout the year
- coordinate and promote showcases, such as Agriscience and Technology Student Expo Night.
- enter data into engagement tool for each career based field trip

Coaches/Club Sponsors:

- will promote student participation in sports and clubs via personal via personal conversations with students
- plan and coordinate enrichment activities and field trips
- enter Goal 2 Student Engagement Data for their respective club or sport
- roster and 4 events (club meetings count) will be entered for each club by 10/31 and 8 events by first semester
- will promote activities, Music, Art, Drama and athletic involvement opportunities via broadcast, website, school messenger, social media, newsletter and Peachjar

After school Program Coordinator:

- will plan and coordinate enrichment activities and field trips
- promote student involvement opportunities via Broadcast, website, social media and newsletter.

Vice Principals and Counselors:

- will promote student engagement via personal conversations with students and parents regarding clubs, sports, events and programs available.
- will promote Summer Bridge Program designed to transition incoming freshmen, leading to higher levels of engagement during the comprehensive school year.

Owner(s):

Campus Culture Director
 Assitant Campus Culture Director
 Athletic Director
 Assistant Athletic Director
 Teachers
 CTE Coordinator
 Job Developer
 Coaches/Club Sponsors
 After school Coordinator
 Counselors
 Vice Principals
 Principal

Timeline:

ongoing
 weekly
 monthly
 quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will be invited to guest speak presentations based on their interests and goals.
- Field trips will be available for targeted students providing enrichment opportunities.
- Summer Bridge will be available to incoming freshmen as a proactive approach in reaching students leading to higher levels of engagement during the comprehensive school year. additional resources to track data of engagement
- the supplemental curriculum will be provided to increase SEL awareness and enhance leadership skills to encourage all students to participate in a variety of activities
- Job shadowing opportunities will be provided throughout the school year. (i.e. Career Day)

Specify enhanced services for EL students:

- EL students will have the opportunity to attend summer bridge, field trips and guest speaker presentations throughout the year. They will also have targeted presentations and field trips based on their needs, interests, and goals.

Explain the actions for Parent Involvement (required by Title I):

- Parents will receive information regarding student involvement opportunities via School Messenger, website, newsletter, master calendar, Parent Coffee Hour, ELAC, SSC. Informational brochures will be available in the main office, all university offices, College and Career Center and library. We will provide family engagement events that involved students and family. (ex family movie night, and Sunnyside Showcase)

Specify enhanced services for low-performing student groups:

- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- Homeroom teachers will encourage and provide information on the wide array of activities available

Describe Professional Learning related to this action:

- Teachers will engage in professional learning on culturally responsive teaching to increase teacher cultural competence and develop skills necessary for a teacher in a cross-culture setting.
- Teachers and staff will engage in professional learning around Pathway and Linked Learning.
- Technology training will be offered to coaches and club sponsors designed to streamline Goal 2 Student Engagement documentation in ATLAS.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over			classified support	7,252.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ovr			classified support	4,143.00

\$11,395.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness	50.395 %	46.199 %	2018-2019	50.199 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

College/Career Readiness

As of the 2019-2020 Power BI data:

- In 2018-2019, 38.6% of students were "prepared" as measured by the college/career indicators. This was a decrease from the previous year

Key Factors:

- change in indicators
- reporting system to CA dashboard - FUSD reports this information to CADashboard
- master schedule - 4 sections in 9th grade per each pathway
- course offerings have been limited for 11th & 12th students in performing arts, band or AMD doesn't easily allow for room in student schedule for CTE classes

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

College/Career Readiness

As of the 2019-2020 Power BI data:

- In 2018-2019, all subgroups showed a decline in students "prepared" on the college/career indicator

Key Factors:

- change in indicators
- reporting system to CA dashboard - FUSD reports this information to CADashboard.
- master schedule - 4 sections in 9th grade per each pathway course offerings have been limited for 11th & 12th
- students in performing arts, band or AMD doesn't easily allow for room in student schedule for CTE classes

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our intended and actual implementation didn't differ too much. We recognize that more academic readiness and study skill development could be implemented in our 9th grade CTE courses.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will include AMD training for our CTE teachers and have them implement AMD strategies into their pathway courses for next year. We will also support CTE teachers in implementing more rigorous literacy lessons into the

content areas.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

wondered why decline in enrollment in Linked learning declined enrollment in CTE classes in 9th and 12th grade

2 ELAC:

Award students who have been RFEP'd with a pin to wear on their stole at graduation as a symbol of accomplishment. Broaden application process for paid mentor program. Include interviews and resume practice for application process.

3 Staff:

notice SWD that are in a pathway most are in Agriscience noticed overall CTE enrollment has increased but 9th grade enrollment declined.

Action 1

Title: College and Career Readiness

Action Details:

Detail the action: As of 2020, 47% of students were "prepared" as measured by the College/Career Indicator. By June of 2021, 51% of our students will be "prepared" as measured by the College/Career Indicator. For Students with Disabilities, we are currently at 7%. By June of 2021, 14% of our SWD will be "prepared" as measured by the College/Career Indicator.

Sunnyside High School recognizes the importance of preparing and supporting students to be A-G college and career ready to provide the widest array of post-secondary options upon graduation. With the California Dashboard College/Career Indicators such as CTE, SBAC, Dual Enrollment, AP, A-G Coursework, and State Seal of Bi-literacy, we will utilize them to set and monitor all the targets. With a combination of various teachers (including SPED) and counselors monitoring the indicators, we intend to increase participation and success of the students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Career Technical Education (CTE) Coordinator

- Track enrollment and dropout data
- Pull D/F rates
- Track A-G completion
- Coordinate work-based learning, field trips, internships, guest speakers, project-based learning, apprenticeships, and post-secondary options.
- Organize interdisciplinary planning and CTE professional learning teams
- Increase Dual Enrollment classes in CTE
- Work with 8th grade feeder school counselors to promote pathways and academies
- Build partnerships with community stakeholders, which include community colleges, universities, and industry partners
- Work with Special Ed teachers and FUSD Equity and Access department to increase Students with Special Needs in CTE courses

CTE Teachers, Linked Learning Teams, and AMD teachers

- Monitor student academic and behavioral progress
- Collaborate and meet with multiple teams, such as content-specific, pathway-specific, and grade level-specific professional learning teams
- Incorporate leadership development, career exploration, and post-secondary options
- Incorporate AMD strategies in CTE pathway courses.
- Collaborate with industry partners as guest speakers, for internships/work-based learning opportunities
- Coordinate work-based learning, field trips, internships, guest speakers, project-based learning, apprenticeships, and post-secondary options.

Homeroom Teachers

- Utilize technology applications to help students develop character, leadership, and social emotional learning competencies.
- Implement AMD organization strategies

VP

- Attend CTE and Pathway professional learning teams
- Have follow-up conversations with students and teachers regarding grade and attendance trends

Counselors

- Educate community about the various academic options, from CTE to AMD, offered at Sunnyside High School.
- Inform students and parents about various academic supports on campus, particularly available tutorials
- Help students explore and plan various career and postsecondary options.

Job Developer

- Track field trip and work-based learning experiences for all students in ATLAS
- Promote internships, job shadow, scholarships, and employment opportunities to all students.
- Identify more community business partners for employment and internships.
- Prepare students for job interviews, portfolio review, resume and cover letter writing.

Owner(s):

- Pathway coordinator
- Pathway & CTE Teachers
- VPs
- Counselors
- Job Developer
- All Teachers

Timeline:

- ongoing
- weekly
- monthly
- quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Content specific tutorials, AMD, and CTE tutors
- Communication of various college and career readiness opportunities via broadcast, website, newsletter, and social media
- Every student is provided with a school agenda
- Surveys will be used to identify specific career interests within the pathway industries
- Technology applications for leadership, college, and career readiness

Specify enhanced services for EL students:

- There will be better outreach of information and opportunities to EL students in multiple languages for college and career opportunities. EL students will be invited to field-trips (college visits, student conferences) targeted for EL students.
- Information regarding student behavior expectations and supports will be presented in ELAC meetings and Coffee Hour meetings on Wednesdays. There will be communication to inform students of academic programs and supports.

Explain the actions for Parent Involvement (required by Title I):

- Atlas parent portal, EduText will inform parents of their child's progress and thus need for tutorial Coffee Hour - information regarding career readiness for workplace success
- Grade-level parent meetings in AMD, DA, VPA and pathways
- Newsletter
- Community events for informational nights and student showcases

Specify enhanced services for low-performing student groups:

- Coordinators, teachers, and counselors collaborate with Special Education teachers and students in incorporating them into all college and career readiness opportunities, particularly with CTE and AVID courses.
- Job Developer will communicate field trip and work-based learning opportunities to them.
- CTE teachers trained in AVID strategies

Describe Professional Learning related to this action:

- Staff /PLC professional learning regarding professional learning teams, common grading practices, common assignments/assessments, proficiency-based learning
- AVID training for teachers and tutors, including CTE teachers
- SEL competency training for teachers/staff
- Coordinators, job developer, and teachers will learn more about current CTE industries.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			student field trips	2,500.00
G3A1	Sup & Conc	Parent Participation	Direct-Food				500.00

\$3,000.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.174 %	16.184 %	2018-2019	14.184 %
Suspensions Per 100	8.198 %	12.814 %	2018-2019	11.814 %
Student Survey - Included	56.879 %	52.155 %	2018-2019	59.155 %
Graduation Rate	94.109 %	92.004 %	2018-2019	93.004 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

As of 2019-2020 per Power BI:

- In 2018-2019, 16.2% of our students were chronically absent. Currently, 13.2% of our students are chronically absent which shows a decrease in the number of students chronically absent
- 21% of SWD are chronically absent, a 2% decrease from the previous year

Key Factors

- use of our Advocates through Teaching Fellows has been helpful but likely need more of a protocol to do checkins and follow ups.
- Also need to streamline communication and information between attendance clerks, counselors and home school liaison.
- other than advocates, we don't have much support in place. Need to identify resources through SSW and/or project access
- our SPED Decrease may also be due to our Advocates connection

Graduation Rate

As of 2019-2020, per Power BI:

- 93% of our students graduated as of 2019, which remains the same from the previous year
- 69% of our SWD graduated as of 2019, a 4% increase from the previous year.

Key Factors

- Our graduation rate continues to remain strong. Homerooms and relationships remain our part of our foundation work.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Our lowest performing subgroups in this area:

As of 2019-2020 per Power BI::

- 21% of our African American students are chronically absent
- 21% of SWD are chronically absent, a 5% decrease from the previous year

Key Factors:

- Lack of Cultural Responsive Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for African American (AA) parents and students
- Lack of PL in the areas of language re: AA and LGBTQIA+

Graduation Rate

Our lowest performing subgroups in this area:

As of 2019-2020, per Power BI:

- 69% of SWD graduated with a diploma in 2019

Key Factors

- lack of engagement
- lack of supports
- lack of understanding in emotional intelligence
- staff knowledge in regards to SEL competencies
- identifying and supporting those who are on diploma track

- SSW, RP counselor and RP teacher continue to reach out to students who may be in need of further support
- academic counselors meet with students regularly and help keep students on graduation track

Suspensions Per 100

As of 2019-2020, per Power BI:

- Last year we had a suspension rate of 12.8 suspension per 100 students. Currently we have 8 suspensions per 100 students.
- Last year, African American students were suspended at a rate of 33.6 per 100 students. Currently, the suspension rate for our African American students is at 17.3 per 100 students.
- Last year, SWD were suspended at a rate of 23.85 per 100 students. Currently, the suspension rate for our SWD is at 15.7 per 100 students.
-

Key Factors:

- Our Restorative Practices team spoke to all students in conflict and created an environment that had students being proactive rather than reactive. The RP center was a safe space.
- use of our new RCA position to support African American students and LGBTQ youth was hired last January has helped to reach more students. We have also added enrollment meetings and check-ins when students are newly enrolled throughout the school year.
- EQ Learning Academy was established January 2020 as an alternative to suspensions for ED code violations 48900 c, f, h, i, j or k.

Student Survey - Included

As of 2019-2020, per Power BI:

- In 2018-2019, 52% of students reported a favorable response to the survey question "Do you feel like you are a part of this school?" This was a 2% increase from the previous year.
- In 2018-2019, one of our highest subgroups reporting that they feel like they are part of the school are the African American students 58% reported a favorable response to the survey question "Do you feel like you are a part of this school?"

Key Factors:

- Data showed a slight increase in favorable responses to the survey question "Do you feel like you are a part of this school?" This still may be due to the lack of understanding of what connectedness means to each student.
- These changes in data could be attributed to a single point in time data capture
- Data may be improved by tracking data longitudinally as opposed to a single point in data capture
- Although students may have a great relationship with their teacher or teachers they still may not feel connected

Suspensions Per 100

Our lowest performing subgroups in this area:

As of 2019-2020, per Power BI:

- 17.31 suspensions per 100 students are African American students, a decrease of 15 students per 100. Despite of the decrease, our African American students are still disproportionately suspended
- 15.7 suspensions per 100 students are SWD students, a decrease of 8 students per 100

Key Factors:

- Lack of Cultural Responsive Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for African American (AA) parents and students

Student Survey - Included

As of 2019-2020, per Power BI:

Our lowest performing subgroups in this area:

- In 2018-2019, 48% of students in 11th grade reported a favorable response to the survey question "Do you feel like you are a part of this school?" This was a 1% decrease from the previous year.
- In 2018-2019, 51% of students, both in the Asian and Hispanic sub groups, reported a favorable response to the survey question "Do you feel like you are a part of this school?" This was about the same from the previous year.
- Key Factors:

Key Factors:

- These changes in data could be attributed to a single point in time data capture,
- Data may be improved by tracking data longitudinally as opposed to a single point in data capture
- Although students may have a great relationship with their teacher or teachers they still may not feel connected.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There is not much difference in our intended and actual implementation. We will continue the use of an RCA to support all students. We will also continue to utilize 4 Advocates to support our students who are chronically absent as that percentage has had small improvements. We will also add support for our Culturally Responsive Team as they will learn and train others about cultural proficiency to help create an inclusive and equitable environment for

all students

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We continue to stay focus on the action items and goals from our previous year. Throughout the various action items you will notice the SWD support teacher imbedded to support the various goals. We will also utilize online resources and tools, such as but not limited to Connected Classroom, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success. We will also add support for our Culturally Responsive Team as they will learn and train others about cultural proficiency to help create an inclusive and equitable environment for all students

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- noticed not much change in graduation rate
- suspensions seemed to have declined, but the disproportion of African American and SWD suspended remains
- truancy and absences for SWD have declined but still remain our lowest performing subgroup.
- recognized the work of our RCA and connections made with students
- noticed the work of the RP team and some teachers have reached out to use the circle process to repair relationships with students

2 ELAC:

- EL graduation rate has declined which is reflective of whole school.
- EL TSA monitors EL D's and F's and reach out to students for tutorial as well as monitor for apathetic behavior which may warrant follow-up with RP team.
- could Teaching Fellows (?) will follow up with phone calls home to EL students' parents regarding D's and F's
- Award students who have been RFEP'd with a pin to wear on their stole at graduation as a symbol of accomplishment.
- Broaden application process for paid mentor program. Include interviews and resume practice for application process.
- Shared the need for more Social-Emotional learning support for students

3 Staff:

- African American students chronic absenteeism and truancy is significantly higher than other ethnic groups
- ACTION ITEM: Summer Bridge Pilot for students who are transitioning from the ELD classroom to Eng.1 – will provide an overview of the curriculum to be used especially focusing on academic vocabulary, writing structures and where to find resources. NECESSITY: Many teachers have expressed concern for EL students making this transition. They state that it takes the EL students longer to process the unit structure of the new curriculum.
- recognized the work of our RCA and connections made with students
- noticed the work of the RP team and some teachers have reached out to use the circle process to repair relationships with students

Action 1

Title: Chronic Absenteeism

Action Details:

Detail the action: Per Power BI, currently 13.2% of our students are considered chronically absent. By June 2021, the percent of students who are considered chronically absent will decrease by 2%. Currently 21% of our SWD students are chronically absent. By June of 2021, our SWD who are chronically absent will improve by 2%

Sunnyside High School will continue to focus on how to strategically address absenteeism. During the 2020-2021 academic school year, Sunnyside High will put in place a multi-tiered system of interventions for attendance, including providing four part-time positions "Advocates" one for each University Office to support the needs of all students. Interventions including the social workers (Project Access and school site) will be strategically designed for those who are

identified as chronically absent. Sunnyside will also continue the monthly attendance parent meetings that provide parents and students with information regarding attendance and strategies to support the improvement of attendance as well as resources available. Our advocates will focus on our SWD population and work with SWD teachers to help improve student attendance.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Weekly Monitoring of Attendance Data by Attendance Team (VP, Advocate, and Counselors, Attendance Clerk in each University Office, Home School Liaison, and Resource Counseling Assistant) measuring the following data points:

- Weekly ADA rates
- Students who have been identified as Habitually Truant or Chronically Absent.
- Students who have been identified as severely chronically absent and are in the midst of the SARB process.

Teaching Fellows as Advocates will:

- generate weekly list of chronically absent students in collaboration with the Attendance Team.
- closely monitor and follow-up with students on their caseload regarding attendance, academic, behavior, and social-emotional
- work with teachers, VP's, counselors and parents regarding students on their caseload.
- document attendance, academic and social-emotional interventions including parent conferences, home visits and resources provided
- notify teachers of those students they are working with.
- collaborate with RP Team weekly to check in regards caseloads and supports for students

Restorative Practice Counselor & Teacher:

- will collaborate and support Advocates with strategically identifying supports for students.
- will facilitate restorative circles and other provide other services with students when needed.
- will meet with newly enrolled students for a welcome circle and assess for any supports students need

Social Worker and Project Access Social Worker

- will collaborate with Restorative practices team, psychologist, administration, and university offices to identify students for social-emotional needs and interventions to increase attendance
- document social-emotional supports and individual plans for students
- meet with students who through referral process to provide intake assessment on chronic absenteeism

Owner(s):

Principal

RP Counselor & SEL Team

Teaching Fellows as "Advocates"

Attendance clerks in each University Office

Home School Liaison & Resource Counseling Assistant

Timeline:

ongoing

daily

weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will receive on-going notifications of their attendance.
- Students will meet with their assigned advocate to discuss various resources and strategies.
- Students will attend Attendance Parent Meetings.

Specify enhanced services for EL students:

- Parents of EL students will be given attendance notification in English/Spanish/Hmong.
- Presentations in our monthly Attendance Parent Meetings will be in English/Spanish/Hmong.
- EL Support Teacher will work with "Advocates" to communicate with parents regarding attendance. Re-engagement Center will work with "Advocates" to communicate with parents and guardians of our economically disadvantaged and foster students

Explain the actions for Parent Involvement (required by Title I):

Monthly Attendance Parent Meetings — providing parents with information regarding our attendance policy, strategies for improvement of attendance, and resources available.

On-going parent phone calls notifying parents of missed class periods Attendance Clerks and follow-ups by Advocates, Home School Liaison and Resource Counseling Assistant

Specify enhanced services for low-performing student groups:

- SWD Support teacher will monitor attendance and academic progress of SWD.
- Advocates will check in with those SWD who are chronically absent
- HSL will make home visits as needed

Describe Professional Learning related to this action:

Staff Professional Learning regarding attendance procedures and interventions, stressing the importance of taking accurate attendance every day, communication with parents and consulting with school attendance team.

Attendance Team Professional Learning regarding interventions, resources in the community.

Action 2

Title: Relationship Centered Support - SEL

Action Details:

Detail the action: Currently our graduation rate is at 93% but only 69% of our students with disabilities (SWD) graduate with a diploma. By June of 2021, our graduation rate will improve to 94% and 74% of our SWD will graduate with a diploma.

Also, our current rate of suspension per 100 students is at 8. By June of 2021, the rate of suspensions per 100 students will be 7.

In addition, by June 2020, the percent of students who feel included per our school climate survey results, will increase by 7%

To decrease our suspension rate and improve our graduation rate, Sunnyside High will work to build an inclusive community where students feel connected. Sunnyside will continue to identify, implement, and document strategic social-emotional supports for students who demonstrate at-risk behaviors. We will focus on Tier 1 supports school-wide developed by the Sunnyside C/C Team. Our Tier 2 and Tier 3 supports will include targeted interventions with the emphasis on mediating behavior and rebuilding of the learning process. Teachers will engage in professional learning around areas of levels of misbehaviors and the referral process to best support social-emotional competencies in the classrooms. We will continue to utilize a Resource Counseling Assistant to assist the RP team in supporting students' SEL. Student sub-groups with the highest need, including African American, SWD and LGBTQIA+ students will be monitored and supported as needed. In addition, we will utilize Link Crew and homeroom to help 9th grade students transition to high school.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Teachers:

- will engage in professional learning around CHAMPS, Tier 1-3 levels of behaviors, referral process and ATLAS documentation, social-emotional supports and services available, and on-going restorative practice training.

Owner(s):

Teachers

Restorative Team (Counselor, teacher, RCA)

VPs

Timeline:

daily, weekly, monthly, quarterly

Data will be monitored at least once a month to identify areas of growth re: PLs, coaching, consulting for staff

- will follow school wide policies (behavior, dress code, etc) as developed by the Sunnyside Climate and Culture team

Restorative Practice Counselor and Teacher:

- will support students regarding behavioral concerns per Vice Principal referral (facilitate circles as mediation between students as a preventative measure as well as after a conflict to prevent future incidents, contact parents if needed, collaborate with teachers and staff regarding specific students, help facilitate restorative practice staff training sessions)
- will collaborate and support teachers with specific class behavioral concerns upon request (facilitate circles)
- will collaborate and work closely with Vice Principals
- will document SEL supports to students on ATLAS
- Will Facilitate EQL on Saturday as a learning opportunity
- Will support RJ students in the implementation of student ran restorative practices processes on low level conflicts
- Will collaborate with SSW team
- Conduct proactive check in's in collaboration with SSW from previous school year data

Resource Counseling Assistant

- will meet with new students weekly to provide connection, assessment for any school supports and resources
- will support students regarding conflict and behavioral concerns with circle process and agreements
- will collaborate with RP teacher and counselor to assure all students who are referred being met through the team
- will support administration team regarding students who need additional support and connection
- Will support students with 1 or more misbehaviors
- Will support EQL on Saturdays

VP's:

- will refer students to Restorative Practice Counselor and Teacher or School Social Worker based on situation.
- will collaborate with teachers regarding student behavior and referral step process.
- will follow school wide policies (behavior, dress code, etc) as developed by the Sunnyside Climate and Culture team.
- will document supports to students on ATLAS.

Social Worker, Psychologist, Therapists, Nurse, Counselors:

- will be present in August 2020 Buyback regarding social-emotional supports and services available as well as referral process.
- will provide support to students and families upon request and/or referral.
- will document services to students on ATLAS, REA or appropriate database.

Climate and Culture Team:

- will meet biweekly to review data (qualitative and quantitative) around student behavior/expectations and identify areas of need.
- will discuss and develop schoolwide policies and protocols regarding dress code, tardies, electronics,

Social Workers

Psychologist

Therapist

Nurse

Counselors

Climate & Culture Team

Culturally Responsive Team

referral process, etc.

- will present in August 2020 Buyback and throughout the year at staff meetings regarding school wide policies.

Culturally Responsive Team:

- will attend trainings to learn about being culturally proficient to support all students
- will train staff on various interventions to support all students through the use of the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey and Terrell.

School Program Assistant:

- will support the structures put in place by the CCT by creating passes, fliers and/or posters to support policies that promote inclusion, equity and fairness for all
- assists with orders/purchases, vendor apps assist with RQS, SRQs and POs

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Utilize Base Education Curriculum to use for homeroom activity
- Playbook education lessons (from Panorama Education website)
- Additional staff position will be utilized to focus on LGBTQIA+ and AA students to oversee SEL activities, data collection and track targets for students (AA and LGBTQIA+)
- Students will receive social-emotional supports by Restorative Practice Counselor and Teacher promoting the development of positive social-emotional skills.
- Students will receive lessons during homeroom and assemblies addressing rules, procedures, and behavioral expectations.
- Each student will receive a student agenda containing the school-wide behavioral expectations.
- Students will be invited to guest speaker presentations (targeted student audience).
- Field trips will be available for targeted students providing enrichment opportunities
- Link crew will be utilized to support 9th grade transition
- Online resources and tools, such as but not limited to Connected Classroom, Thrively, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success.

Specify enhanced services for EL students:

EL students will be invited to fieldtrips (college visits, student conferences) targeted for EL students. Information regarding student behavior expectations and supports will be presented in ELAC meetings and via school newsletter

Specify enhanced services for low-performing student groups:

- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- Homeroom lessons around SEL skill development will be provided.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside team (VP, EL SWD Support Teacher, Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Explain the actions for Parent Involvement (required by Title I):

- Based on data, SEL learning will be offered to parents to create parent/community involvement Targeted

Describe Professional Learning related to this action:

- Professional learning for Atlas Documentation for all staff

focused groups on SEL for parents

- Parent will receive information on social-emotional and positive behavior supports via Coffee Hour on Wednesdays, ELAC, parent
- Parent be will notified by phone or in person when a student receives a conduct referral.
- Parent conferences will be schedule to address student behavior concerns.
- Home Visits will be scheduled for students who exhibit repeated misbehaviors

- Learning by Doing + SEL embedded components
- Teachers, VP's, counselors and staff will engage in on-going Restorative Practice trainings.
- Sunnyside Climate and culture team will engage in on-going training.
- Climate and culture team will collaborate with the Social Emotional Support Team to enhance and streamline services that support student learning

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	50,622.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	600.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		59,474.00

\$110,696.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0421 Sunnyside High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A2	Title 1 Basic	Instruction	Bks & Ref			site license - turnitin.com	13,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000		124,498.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			classified support	15,166.00
G1A2	Sup & Conc	Instruction	Mat & Supp			supplies & materials	46,927.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000		68,333.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			subs for conferences, planning, etc	5,944.00
G1A3	Sup & Conc	Instruction	Travel			conferences, staff travel	55,000.00
G1A3	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Reg	Assistant, School Program	1.0000	assistance with teacher institute days, travel, sub requests, purchase orders, parent newsletter, Peachjar submissions	68,358.00
G1A4	Title 1 Basic	Instruction	Teacher-Subs			Subs to support instructional alignment - planning days and conference	23,766.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Wildcat Cafe Teacher Tutorials, AVID after school meetings, planning	34,154.00
G1A4	Title 1 Basic	Instruction	Oth Cls-Supp			AVID tutors	56,873.00
G1A4	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	No translation of mandatory items such as ELAC and IEP	74,843.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts	48,792.00
G1A4	Sup & Conc	Instruction	Bks & Ref			Edgenuity	10,000.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			technology, projectors, computers, etc	25,000.00
G1A4	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		69,286.00
G1A5	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.2500	Bilingual Instructional Aide	15,040.00
G1A5	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		132,196.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.5000	Bilingual Instructional Aide	30,080.00
G1A5	LCFF: EL	Parent Participation	Mat & Supp			Supplies for coffee hour/parent meetings	1,554.00
G1A6	Title 1 Basic	Instruction	Mat & Supp			: materials, supplies & AVID licensing (No Food/Incentives)	6,302.00
G1A6	Title 1 Basic	Instruction	Travel			staff travel - conferences, AVID institute	25,000.00
G1A6	Title 1 Basic	Instruction	Direct Trans			: College study trips	15,000.00
G1A6	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000		39,976.00
G1A6	Sup & Conc	Parent Participation	Mat & Supp			parent - materials & supplies	25,000.00
G1A6	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext				4,661.00
G2A1	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Over			classified support	7,252.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ovr			classified support	4,143.00
G3A1	Sup & Conc	Instruction	Direct Trans			student field trips	2,500.00
G3A1	Sup & Conc	Parent Participation	Direct-Food				500.00

G4A1	Title 1 Basic	Instruction	Subagreements	California Teaching Fellows Foundation : California Teaching Fellows	50,622.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileage	Local Mileage	600.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg 1.0000	59,474.00
					\$1,159,840.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$300,160.00
Sup & Conc	7090	\$695,850.00
LCFF: EL	7091	\$163,830.00
Grand Total		\$1,159,840.00

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$1,034,749.00	
G2 - All students will engage in arts, activities, and athletics	\$11,395.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$3,000.00	
G4 - All students will stay in school on target to graduate	\$110,696.00	
Grand Total		\$1,159,840.00